DOCUMENT RESUME

LI 001 006

ED 023 424

Library Aides Program. 1968 Report.
Pittsburgh Public Schools, Pa.
Pub Date [68]
Note-61p.; LI 001 005 is a related document, the 1967 report.
EDRS Price MF-$0.50 HC-$3.15
Descriptors-*Educational Programs, Job Analysis, Librarians, *Library Technicians, *Program Evaluation, *School Libraries, *Subprofessionals

The Library Aide Program has been operating in the Pittsburgh public schools since 1966. The program was initiated to relieve the librarian of some nonprofessional activities by providing her with a paraprofessional aide. The findings of the 1968 evaluation indicate that the librarians are satisfied with the aides, but there is no statistically significant difference between the amount of professional activities of librarians in program and control schools. An attempt was made to find a significant difference between program and control schools with respect to individuation of student-librarian interaction, but no such difference was found. More specific definition of librarian and aide duties and responsibilities is needed. Although the program has shown some success in providing librarian satisfaction and possibly in the extension of library services, it has yet to demonstrate effects in services to students. Appendices include the program definition; interview schedules for librarians and library aides, and the observation schedule. (Author/JB)

LI 001 006

ERIC/CLIS
NOV 6 '68
UNIVERSITY OF MINNESOTA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LIBRARY AIDES PROGRAM
1968 REPORT

Office of Research

ED 023428

Pittsburgh Public Schools
Bernard J. McCormick, Superintendent

LI 001 006

5. LIBRARY AIDE PROGRAM

Summary

The Library Aide Program has been operating in the public schools since 1966. The program was initiated to relieve the librarian of some nonprofessional activities by providing her with a paraprofessional aide.

The findings of the 1968 evaluation are in accord with those of the 1967 evaluation. In both years the librarians indicated satisfaction with the aides, but there was no statistically significant difference between the amount of professional activities of librarians in program and control schools. In the 1968 evaluation effort, an attempt was made to find a significant difference between program and control schools with respect to individuation of student-librarian interaction. No such difference was found.

More specific definition of librarian and aide duties and responsibilities is needed. Although the program has shown some success in providing librarian satisfaction and possibly in the extension of library services, it has yet to demonstrate effects in services to students.

Introduction

History of the Program

The librarian has special skills derived from her professional training. When the librarian has the additional resource of an aide, she can increase the benefits of her training to the school. Thus, the Library Aide Program has provided a paraprofessional aide to permit the librarian to devote more time to her professional duties.

Introduced during the 1965-1966 school year, the Library Aide Program was operational in 1966-1967 and 1967-1968 in 48 schools. Half of these schools were parochial, half were public. In addition to utilizing the professional training of the librarian more effectively, the provision of a paraprofessional aide is an attempt to expand the services of the library. For instance, the aide can read to the primary classes, thus bringing the library program in some schools to grades K-3.

Twenty-two of the public schools are elementary, and the evaluation efforts have focused primarily on these. The first year's evaluation, reported in the 1966 ESEA evaluation report, consisted of a preliminary examination of the scope and nature of library services provided by the program. The 1967 evaluation found no statistically significant difference between the amount of professional and nonprofessional activities performed by librarians with aides and a group of librarians without

aides. Data for these findings were provided by a worksheet designed by the Office of Research and filled out by librarians over a two-week period. In conjunction with this, all the librarians were interviewed. Without exception, the aide was considered a valuable resource, and all program participants felt the program was successful. A representative comment by a librarian characterizes the program in the librarians' eyes:

> It is a worthy effort and I hope that it continues, but I would like to have the aide with me all the time.

Description of the Program

Elementary school libraries serve several purposes: providing special services to teachers, motivating students to read, and providing a book collection suitable to the needs of the teachers and students in the school. This encompasses a wide variety of duties--clerical, paraprofessional, and professional.

Generally students are scheduled to formal library classes beginning with the fourth grade. The schedule varies from one to three library periods per week with most students having three periods. Students in the primary grades are exposed to the library randomly as facilities are available.

Library experiences are designed to promote student interest in reading and to supplement the development of reading skills. This is accomplished by book lists, displays, bulletin boards, book talks by

librarians and students, and by the librarians' reading aloud from books selected for their appeal to the age level and interests of students in the class. Students may borrow books from the library collection, and the librarian will assist them in the selection of appropriate material. Some library experiences are designed to give students exposure to using a library for study purposes, but students are also instructed in the use of the card catalog and reference materials in writing research papers, which prepares them for their later school work.

The library provides special services for elementary teachers such as obtaining books on inter-library loan from the public library, compiling bibliographies of books available in the library on selected subjects as requested by teachers, and aiding teachers in planning library research on special projects. The librarian maintains the library collection and advises in the selection of books to conform to the needs and interests of the school. Each elementary school library contains a basic collection of books recommended and purchased by the Carnegie Library Schools Department. Librarians may also order other books if they are of interest to the students.

The library is considered a special area of study in the Pittsburgh Public Schools because children are scheduled regularly several times a week for instruction. Formerly, the librarian was required to perform all duties involved in maintaining the library and serving the school needs. The introduction of library aides into elementary school libraries under

ESEA was aimed at expanding library services and releasing the librarian for more professional activities by relieving her of routine duties. The aide was assigned such duties as filing catalog cards, shelving books, preparing book displays, and charging books. As a result of the program library services are extended to the primary grades, individual students receive more attention, and library activities and book displays are more closely integrated with other school activities.

Elementary school librarians may be professional librarians or they may be professional teachers who have been assigned to the library. The majority are not trained librarians and receive training in library management and administration on the job. This in-service training is conducted by the Supervisor of the School Library Services. Turnover among new elementary school librarians is high. Some suspected reasons for this are the librarians' feeling overwhelmed by the amount of new material to be learned, their lack of interest in library work because of the many routine clerical tasks involved, and hostility from students at compensatory schools.

The library aide is a high school graduate who resides in the neighborhood. Since she is on the same socioeconomic and cultural level as the students, in many cases she can relate to them and establish rapport more easily than the librarian. One of the main duties of the library aide has been the extension of library services to the primary grades. She works closely with primary teachers and visits the

primary classrooms on a regularly scheduled basis to read or tell stories to the students.

Quality of Program Design

On March 15, 1968, a panel meeting was held to assess the program definition. Present at this meeting were program and evaluation staff members and the head librarian at the Graduate School of Public and International Affairs at the University of Pittsburgh, invited as an outside expert. Substantial revisions in the program definition were the products of this meeting. These revisions have been incorporated into the definition (the most up-to-date version is included in Appendix A).

Two major shortcomings in the definition were recognized at the panel meeting but have not yet been rectified. First, there is a lack of specificity in guidelines for assigning duties to aides. For instance, if the aide reads to classes in the primary cycle, this activity is considered paraprofessional. Yet, while this has the benefit of relieving the primary teacher for other activities, it does not permit the aide to undertake the general and clerical duties which allow the librarian to engage in professional library activities.

The program director sees this circumstance as a "real dilemma." In a memorandum to the Director of Research dated June 4, 1968, she asks:

> How do we satisfy the need to live up to our purpose of using these women in a paraprofessional capacity if possible, and still free librarians from as many nonprofessional duties as possible?

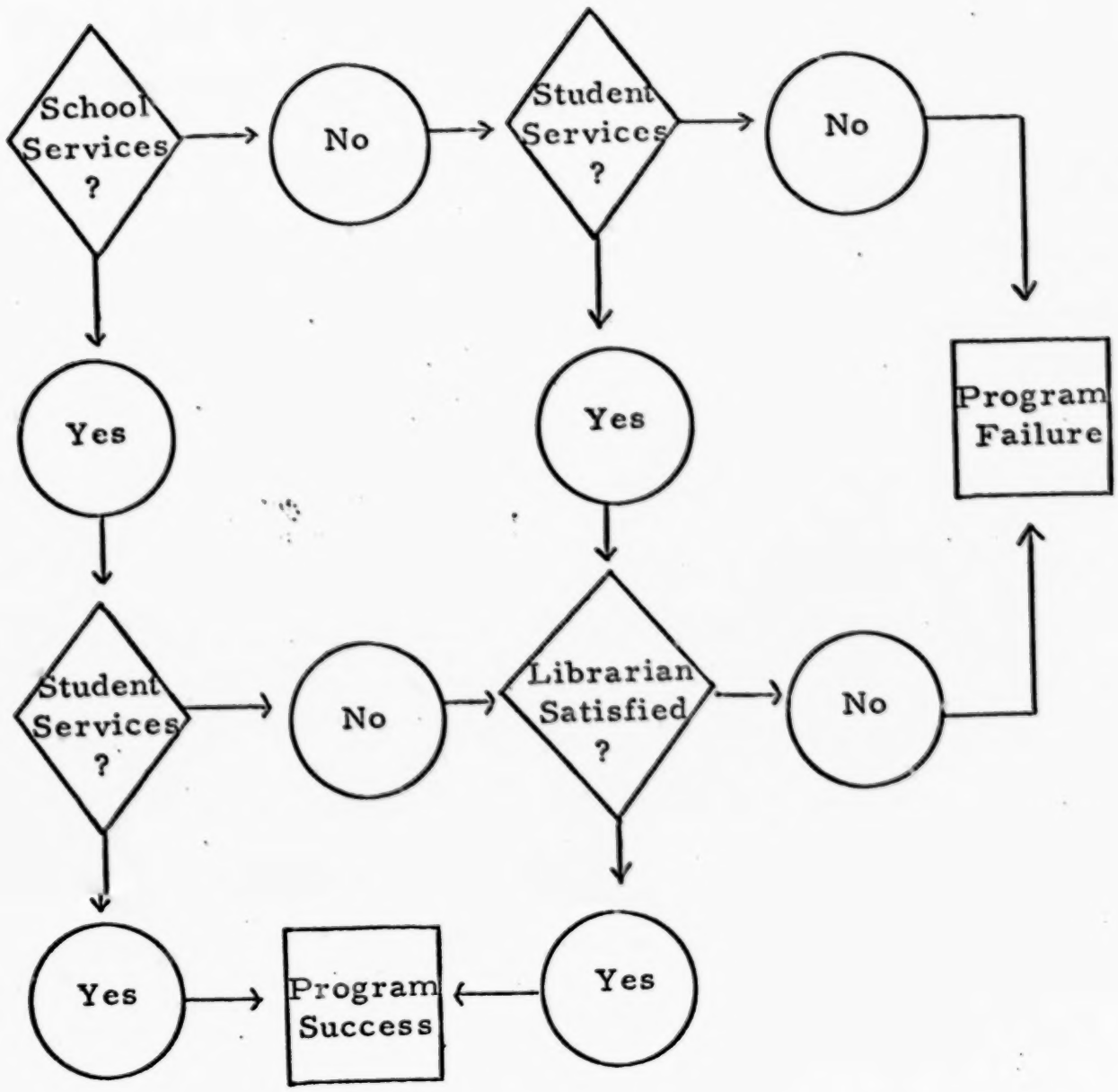
Regarding such a situation, it is necessary to specify guidelines for assignments.

The second major shortcoming of the present definition is a lack of program-wide standards and procedures for evaluating the performance of aides. The three major criteria for program success as stated in the definition are (1) contributions to the school, (2) contributions to the students, and (3) contributions to librarian satisfaction. The relationships between these criteria for program success can be schematized in the following way:*

---

* Proposed by consultant who is Instructor of Urban Affairs, Graduate School of Public and International Affairs, University of Pittsburgh.

Figure 1



Until standards for evaluating the aide's performance are specified, it will be impossible to ascertain the contributions made to librarian satisfaction in any manner other than the impressionistic fashion provided by the anecdote recorded above.

Compatibility of Program with the School Environment

The Interview Schedule

An interview schedule was designed to test the compatibility of the Library Aide Program with its environment. The interview was conducted in nine schools. The criterion used in the selection of this sample was the field personnel's familiarity with the Library Aide Program. On the basis of information supplied by the Library Aide Supervisor, librarians having at least two consecutive years of experience in their assigned schools were identified for the interview. The rationale for using this selection criterion was that many questions could not be effectively answered by a librarian if she had not had experience in the library program before the advent of the library aides. Also, questions concerning such things as time, media, and facilities could only be effectively answered by program staff--with the possible exception of the principal.

Two schools, Lemington and Weil, were selected for the pre-testing of the interview schedule. After changes indicated by the pre-testing were incorporated into the instrument, librarians in these two schools were again asked the questions to ascertain whether their responses had changed. The instrument was then finalized (see Appendix B).

Findings of Interview Schedule

The respondents perceived no conflict between the program and other school programs and activities. The only serious problems mentioned were the lack of time for planning and task allocation and the lack of facilities, particularly typewriters. The specific findings follow.

As the Library Aide Program is a service program existing within the overall library program, librarians and library aides interviewed regard the program as compatible with their overall activities and do not see it as infringing upon other programs in their schools. When other programs such as the Nongraded Program or Team Teaching alter the operation of the Library Aide Program, the extent of their effect is negligible.

Students who participate in the library program also benefit from the Library Aide Program. Thus, student time did not need to be reallocated when the Library Aide Program was introduced.

Of the facilities listed that were not available for the efficient operation of the program, the typewriter was mentioned most frequently. Five librarians and five library aides felt that this piece of equipment should be readily accessible. However, when asked if the lack of this facility affected the program, six librarians and eight library aides answered "no." Thus, the typewriter is seen as a highly desirable, though not essential, item of equipment.

Eight librarians stated that they had noticed changes in the school since the Library Aide Program began. However, most of the respondents' comments centered around changes that had occurred in the library or in library services to the school. Four librarians stated that library materials were used more. They attributed this to a more immediate response to requests. The following responses are worth noting. Three of the 18 respondents felt that they did not have enough time to plan duties and activities. An additional seven respondents indicated that they had no fixed time and that the assignment of activities occurred whenever they got the chance. Two librarians indicated that they communicated with the aide by writing notes.

Program Operation

Development of the Observation Schedule

An observation schedule was developed to ascertain the proportion of individual versus small group and large group interaction with the librarian and the types of activities, categorized as professional and nonprofessional, in which the librarian engages under three treatment levels: (1) when an aide is assigned and present, (2) when an aide is assigned but not present, and (3) when an aide is not assigned (control group). (See Appendix C for the instrument rationale, a description of library activities, and a copy of the instrument.)

The decision to look at these aspects of the program was made because of the surprising findings of the 1966-1967 evaluation: no significantly different extent of professional activities was recorded by librarians in program schools and librarians in control schools. The fact that individualized interaction presents a major chance for the librarian to engage in professional activity further prompted investigation of this aspect of the program.

The instrument was pretested during the week of December 11, 1967 in five program schools maintaining full-time librarians. It was administered twice in each of the five libraries, once with and once without the aide present. In January 1968 the instrument was administered twice in all program schools, again, once with and once without the aide present. The variables time and class level were held constant. A response was entered in one of the categories of interaction at five-minute intervals within a 40-minute time span. Independence of observations was assumed. The time of each recorded response was also indicated. The selected time and class level were determined by the librarian's schedule and classes.

For this observation schedule only the coefficient of observer agreement was calculated. For 21 time units and four observers, the coefficient is 95 percent. It is doubtful whether other coefficients of reliability can be calculated for this instrument as the variance of the

behavior observed does not permit the types of replication necessary for their calculation.

Findings of the Observation Schedule

The objectives of increasing individualization of interaction and increasing librarian professionalization were not achieved.

The following null hypotheses were formulated and tested:

1. There is no significant difference between program and control school librarians as to amount of individualization of student-teacher interaction.

2. There is no significant difference between program and control school librarians as to the amount of professional activities.

Neither research hypothesis is supported at $p > .10$, and the null hypotheses were accepted. The analysis of the data follows.

There were a total of 420 observations. These were analyzed over treatment levels and over interaction levels as follows: AP = aide present, NA = aide assigned but absent, NT = no aide assigned, WA = interaction with adult, NI = no interaction. Numbers in the left margin in Table 1 are the size of student groups.

TABLE 1

Frequencies of Observational Data
Describing Student-Librarian Interaction

Treatment Levels

	AP	NA	NT
1	58	63	14
2-8	14	12	1
9+	63	83	20
WA	10	1	1
NI	35	33	12

chi-square = 5.645 n.s. $p > .25$

A note of explanation is in order. The test of significance was computed on the top three rows only, as the bottom two rows are complementary or residual categories for the top three rows. The analysis was designed to treat student interaction, so the restriction of the chi-square test to the top three rows is of no importance. The test indicated no significant differences. In other words, the physical presence or absence of the aide makes no difference in the amount of librarian interaction. More important, there is no significant treatment effect.

Two points might be made here. First, when the aide is physically present, the librarian spends about 5 percent of her time interacting with the aide. Second, the presence or absence of the aide and

treatment effect have no significant effect on the librarians' "No Interaction" activities. This would indicate (and closer data analysis does show) that there is no significant difference in librarian preparation time as a function of the presence of the aide.

Only 328 observations were analyzed over treatment levels and portion of time devoted to professional-nonprofessional activities. These are shown in Table 2. (The observations made during the initial stages of instrument development did not permit classification on this dependent variable.)

TABLE 2

Frequencies of Observational Data
Describing Portion of Librarian Professional Activities

	AP	NA	NT
Professional	120	128	38
Nonprofessional	16	16	10

chi-square = 4.46 n.s. $p > .10$

The test of significance for Table 2 indicated no differential effects. This means that no significant treatment effect was evident in the dichotomized activities.

This is even more starkly seen when the data are dichotomized into treatment-nontreatment against professional-nonprofessional.

It was recommended that the Fisher Exact Probability Test be applied to the professional-nonprofessional data, to adjust for the skewed marginal distributions. As is shown in Table 3, we then have

TABLE 3

Dichotomized Observational Data
Describing Portion of Professional Activities

	Aide Assigned	No Aide Assigned
Professional	248	38
Nonprofessional	32	10

The Fisher Exact Probability Test also indicated that there were no significant differences between the treatment levels at $p > .10$. Thus we conclude that there are no significant program effects, either as measured by increase in interaction or in professional activities.

Discussion and Conclusions

The Library Aide Program appears to be well received by the librarians. In the 1967 evaluation data, it was found that aides read aloud to children 7.9 percent of their time during a two-week period in schools where librarians do not have teaching assignments and 3.7 percent of their time in schools where librarians teach. By facilitiating the extension of library services to grades K-3, the aides provide a service to some schools.

In other areas research findings are consistently negative. Panel judgments indicate a need for more in-service training, particularly in the areas of roles and duties. This would include a need for more extensive in-service training for aides. More specificity in the definition of roles and duties would also seem to be appropriate. It is possible to trace the lack of significant treatment effects, to a great extent, to the shortcomings of training and role specificity.

As diagrammed previously, the program has three major criteria of success: (1) providing services to schools, (2) providing services to students, and (3) increasing librarian satisfaction. The third criterion would impressionistically appear to be satisified, although more specificity is desirable. The extension of library services to grade K-3 would appear, at least in some schools, to contribute to the first criterion. Therefore, the program would do well to address itself to the second area in the future.

APPENDICES

APPENDIX A

Library Aide Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The librarian has certain special skills derived from her professional training. When she is occupied with tasks which do not require specialized skills, the school does not receive maximum benefit from her training. In response to this problem, an in-service program has been instituted to develop paraprofessionals (library aides) to undertake those library functions not requiring professional training. Consequently the librarian can devote an increased portion of her time to professional activities and more work can be completed at less cost.

II. Scope

A. Number of Schools Involved

Forty-eight schools presently have the Library Aide Program. Twenty-four of these are public, 24 are parochial. This definition covers only the public schools, 22 of which are elementary schools.

B. General Description of Staff

Each of the 24 public schools in the program has the services of one librarian and one aide. The aide divides her time between public and parochial schools.

OUTCOMES

I. Major Objectives--changes expected to occur as a result of the program

A. Terminal Objectives--the things program participants (librarians and library aides) are able to accomplish at the end of the program which demonstrate the success of the program

This is a service program existing within the overall library program. The terminal objectives relate to the Library Aide Program's effect on the library program. These objectives will justify the existence of a service program within the context of the larger program.

Criteria of success for the Library Aide Program:

1. Benefits to the librarian

The librarian feels increased satisfaction in her work. (The program director feels this to be the most important goal of the program).

2. Services to the school

a. Library services to teachers are given more promptly.

b. The quantity and quality of services to teachers and other professionals are increased.

c. Cooperation of the professional staff with the librarian is increased as evidenced by the following examples: (1) books are returned to the library more promptly; (2) the librarian is more often given advance notice of anticipated library use.

d. The library is more attractive and neat as shown by the following: (1) books are properly placed on shelves; (2) bulletin boards are topical and attractive; (3) chairs are in place; (4) litter is controlled.

3. Services to the student

   a. The quality and frequency of individual interaction between students and adults in the library are increased.

   b. More individual reading guidance is provided.

   c. More individual instruction in the use of the library is provided.

   d. Certain types of new library services are extended to grades K-3 in some schools and also to special education classes in some schools.

B. Ultimate Objectives--the long-range goals of the program. These are objectives to which the program hopefully contributes, but for which it does not have sole responsibility.

The existence of any program in a school must ultimately be justified in terms of student benefits. The ultimate objectives of the Library Aide Program are the changes that will occur as a result of the activities performed for the student's benefit by the librarian and the library aide as they work with other programs operating within the school.

1. The student will develop a more favorable attitude toward the care and handling of books.

2. The student will increase his knowledge of the use of books and other library materials.

3. The student's reading achievement will show improvement.

4. The student will become increasingly interested in reading, an activity which he will pursue more frequently and more selectively.

II. Enabling Objectives--the skills, attitudes, and information which librarians and library aides must acquire during the program to ensure the accomplishment of the major objectives

Clearly defined roles for the librarian and the library aide must be established and executed for the major objectives to be accomplished. The differentiation of roles will be demonstrated by the following criteria:

A. The librarian's and library aide's knowledge of their defined duties is demonstrated by a minimum of overlap in the performance of their respective duties.

B. The librarian devotes a larger portion of his/her time to professional duties.

C. The library aide is performing neither professional duties nor solely clerical duties, although the latter may account for most of her time. Within these constraints specific allocation of the aide's time is dependent upon the librarian's perception of library needs.

Ideally an aide should be able to demonstrate all the skills listed under the category "Essential," below. In addition, according to the wishes of the librarian and the capabilities of the aide, the latter may be seen demonstrating any of the skills listed under the second category "Nonessential." The criteria of successful performance are speed and accuracy as judged by the librarian.

Essential

1. In record keeping, the aide should demonstrate the following skills:

   a. Apply the correct procedures as outlined in the "Handbook for Elementary School Library Aides" when keeping records

   b. Possess knowledge of the Dewey Decimal Classification System for referring to the card catalog and locating and shelving books

   c. Easily refer to her records for circulating and discharging books

   d. Take inventory, under the supervision of the librarian

2. In filing, the aide should demonstrate the following skills:

   a. Apply the correct procedures as outlined in the "Handbook" when filing shelf list cards (pp. 3-8) and catalog cards (pp. 3-8)

b. Follow the system of the individual librarian for filing book jackets

c. (Nonessential) Follow the correct system for filing pamphlets by subject headings

3. In preparing new books, the aide should be able to do the following:

   a. Make neat and smooth fitting plastic jackets using the correct tape

   b. Stamp the name of the school squarely in the correct place

4. In performing various housekeeping functions in the library, the aide should be able to do the following:

   a. Mend and repair books neatly, using the proper materials

   b. Keep the library neat and attractive by straightening shelves, tables, and chairs

   c. Arrange books on shelves according to the Dewey Decimal Classification System

Nonessential

1. In working with children under the direction of the librarian, the aide should be able to do the following:

   a. Choose an appropriate picture book with pictures large enough to be easily seen

   b. Read in a well-modulated voice

   c. Listen attentively while children read

   d. Locate children's book requests with facility

2. When typing or copying charging cards and book lists by hand, the aide should demonstrat e accuracy and correct form.

3. In arranging the bulletin boards and book displays, the aide should demonstrate the techniques outlined in the "Handbook" (pp. 10-11).

4. In operating audiovisual equipment, the aide should be able to correctly thread the film and filmstrip projectors.

III. Other Benefits--benefits expected to accrue to teachers, parents, the school, and the community as a result of the program

A. Opportunities for enrichment of the total school program will be increased.

B. A beneficial effect on discipline will result from the aide's presence.

C. A link between the school and the community will be provided by the aide.

D. Racial prejudice may be decreased through the influence of the aide.

ANTECEDENTS

I. Participants (librarians and library aides)

A. Selection Characteristics--the criteria that are used to determine who shall participate in the program

1. The 24 librarians in the program were selected to participate by virtue of their being librarians in qualifying ESEA schools.

2. Aides are selected on the basis of a high school degree and preferably residence in the neighborhood of the school. They are chosen from names presented by the Community Action Program's local office. No minimum level of reading ability is established.

B. Entering Behaviors--characteristics of participants (librarians and library aides) that must be changed or modified during the course of the program in order to meet the terminal objectives

1. Most elementary librarians are trained on the job. Because much of the librarian's time is devoted to nonprofessional activities and duties, she does not have enough time to spend with individual children and is unable to provide adequate services to the school.

2. The library aide has little or no training in the skills and techniques necessary for her paraprofessional role.

B. Staff--qualifications with respect to specific positions

Staff Member	Professional Qualifications	Personal Qualifications
Director, School Library Services	1. Pennsylvania teaching certificate 2. Master's degree in library science	
Supervisor, School Library Services	1. Pennsylvania teaching certificate 2. Master's degree in library science	
Librarian	1. Pennsylvania teaching certificate 2. At least 12 hours credit in library science preferred	
Library Aide	High school degree	Residence in neighborhood preferred

III. Support

A. Administrative Support--administrative personnel who cooperate in carrying out the program

Principals in the participating schools support the Library Aide Program through their general cooperation and by arranging or scheduling library aides' visits to grades K-3 to read picture books.

B. Human Resources--nonadministrative and nonstaff personnel whose contributions and cooperation are necessary to the operation of the program

Teachers in the individual schools support the Library Aide Program by utilizing its services. Teachers of grades one through three provide additional support by allotting time for the aide to visit their classes to read picture books.

C. Media--the materials, supplies, and equipment required for program activities

The media required for this program are already part of the ongoing library program in each school. In addition to regular library resources, a typewriter is the only equipment desirable (but not essential) for the Library Aide Program.

D. Facilities

The main facility required for the Library Aide Program is a well-equipped, permanent library with adequate storage space in the school.

IV. Time Constraints

The public school librarian has the services of the aide only 50 percent of the time. The aide divides her time equally between a public and a parochial school, spending two scheduled days per week at each and alternating Fridays between the two.

The program runs concurrently with the school year.

PROCESS

I. Staff Functions and Activities

A. Staff Functions and Duties with Respect to Specific Positions

Staff functions and duties are presented in the following pages with their designated levels. The levels have been assigned for the following purposes:

General: To identify the degree to which the assistance of the library aide relieves the librarian of routine duties

Paraprofessional: To identify the extent to which the role of the library aide is not exclusively clerical

Professional: To determine the extent to which the librarian is performing professional duties

Staff Member	Functions	Duties	Level
Director, School Library Services	1. Administration of the program	Consults with supervisor	
	2. Training and supervision of librarians		
Supervisor, School Library Services	1. Guidance of librarians	a. Visits library and observes librarian b. Offers suggestions c. Helps solve problems	
	2. Instruction of librarians	Demonstrates instructional practices and techniques	
	3. Provision of in-service training for library aides	a. Instructs new aides individually for two days in a public school b. Assigns an experienced aide to assist in the training of a new aide (during one of two days mentioned in 3a above) c. Plans and holds at least two in-service meetings a year	
	4. Coordination of the program between parochial and public schools	a. Provides for an exchange of ideas between parochial and public schools b. Sets up the schedule for library aides dividing their time equally between public and parochial schools	

Staff Member	Functions	Duties	Level
Librarian	1. Motivation of children to use the library	a. Gives book talks	Professional
		b. Assists children in book selection	Professional
		c. Reads to children to develop their appreciation of literature	Professional
		d. Counsels children in their reading to help them select books which encourage reading growth (individual reading guidance)	Professional
	2. Instruction of children	a. Designs and implements a variety of group and individual learning experiences	Professional
		b. Supervises student assistants	Professional
		c. Provides individual guidance in use of reference materials	Professional
	3. Provision of services to classroom teachers	a. Contacts classroom teachers to provide library experiences related to classroom experiences	Professional
		b. Prepares bibliographies	Professional
		c. Advises teachers about books or references	Professional
	4. Development of the library collection	a. Reviews and evaluates new books on the basis of children's interest, use in the curriculum, and grade levels for possible purchase	Professional
		b. Selects new books from a prepared list	Professional

Staff Member	Functions	Duties	Level
	5. Supervision of library aides	a. Meets with aide in morning, during preparation periods, or whenever convenient, to plan the aide's activities	Professional
		b. Provides evaluative information about the aide to the supervisor upon request	Professional
		c. Provides reinforcement in the training of new aides	Professional
Library Aide	1. Provision of library services to students and teachers	a. Collects teachers' book requests	General
		b. Delivers books to teachers	General
		c. Collects books due back in the library	General
		d. Locates books on shelves to fill requests	Paraprofessional
		e. Fills emergency orders for books	Paraprofessional
		f. Collects and fills children's requests for books when identified by title	Paraprofessional
		g. Prepares and shelves new books promptly	General
		h. Visits classroom to deliver books to primary grades	General
		i. Reads picture books to children	Paraprofessional
		j. Visits classrooms to obtain teacher requests for library materials	General

Staff Member	Functions	Duties	Level
Library Aide (contd.)		k. Listens to individual students read	Paraprofessional
		l. Provides informal assistance and guidance in location and proper placement of books	Paraprofessional
	2. Dissemination of library information	a. Communicates arrival of new books through: 1. Posting of lists 2. Arrangement of book displays	Paraprofessional
		b. Prepares lists of books on various subjects from librarian's master	General
	3. Maintenance of library	a. Arranges and tidies shelves	General
		b. Shelves books and revises shelves	General
		c. Plans and arranges bulletin boards	Paraprofessiona
		d. Does simple mending	General
		e. Replaces used charging cards	General
	4. Provision of technical and clerical services to the library	a. Makes new cards	General
		b. Files cards	General
		c. Types	General
		d. Takes inventory	General
		e. Collects overdues and fines	General
		f. Prepares records for books to go to bindery	General

Staff Member	Functions	Duties	Level
Library Aide (contd.)		g. Counts circulation	General
		h. Locates lost books	General
		i. Makes records of loans	General
		j. Prepares and reproduces library instructional materials	General
		k. Procures and operates audiovisual materials	General

B. Intra-staff Communication and Coordination

1. Aides receive their directions or instructions directly from the librarians, orally or in writing. The aide reports to the librarian and asks for assigned duties.

2. The supervisor visits the libraries, consults directly with librarians, and is available at any time by telephone.

3. Aides are free to contact the supervisor whenever any problems arise.

4. The director and supervisor work closely and consult frequently.

C. Communication between Program Staff and Others

The supervisor makes informal contact with teachers and/or principals to arrange the visits of the aide to primary classes to read picture books.

APPENDIX B

INTERVIEW SCHEDULE FOR LIBRARIANS
LIBRARY AIDE PROGRAM (STAGE I) 1967-1968

Date of Interview_____ Interviewer_____

THE OFFICE OF RESEARCH IS CONDUCTING THIS INTERVIEW FOR THE PURPOSE OF FINDING OUT HOW THE LIBRARY AIDE PROGRAM FUNCTIONS WITHIN ITS ENVIRONMENT AND TO DISCOVER WHAT EFFECT THE SCHOOL ENVIRONMENT HAS ON THE LIBRARY AIDE PROGRAM.

YOUR IDENTITY WILL BE REVEALED TO NO ONE. OUR PURPOSE IS ONLY TO OBTAIN A CONSENSUS OF OPINION.

1. Do you and your library aide have time to discuss, prepare, and plan daily library duties and activities? If not, how does this affect the program? If so, when is this time available?

____ a. If the respondent answers no:

_____

_____

_____

____ b. If the respondent answers yes:

____ (1) Before school each scheduled morning of work
____ (2) Every __ a schedule is prepared for the following week
____ (3) During preparation periods
____ (4) After 3:30
____ (5) No fixed time (whenever we get a chance)

2. What facilities and materials are not available for the efficient operation of the Library Aide Program?

____ a. None
____ b. Typewriter
____ c. Workspace or workroom
____ d. Booktrucks
____ e. Other (current pictures and bulletin board materials, vertical files, film strips and slides)

3. Is this program affected by the availability of facilities and materials? If yes, how?

____ a. No
____ b. Yes

(1) Workspace or workroom

_____
_____

(2) Typewriter

_____
_____

(3) Booktrucks

_____
_____

(4) Other (current pictures and bulletin board materials, vertical files, film strips and slides)

_____
_____

4. What change(s), if any, have you noticed in the school since the Library Aide Program began?

____ a. None
____ b. Specific examples

____ (1) _____
_____
_____

____ (2) Other _____
_____
_____

5. Have there been any changes in the scheduling of library periods since the beginning of the Library Aide Program? What are they?

____ a. No
____ b. Record any changes

____ (1) _____
_____
_____
_____

____ (2) Other

_____
_____
_____
_____

6. Have there been any programs or activities initiated in your school that were made possible as a direct result of the Library Aide Program?

____ a. No
____ b. Specific examples of activities or programs

_____
_____
_____

____ c. Other

_____
_____

7. Are there any school programs or activities which conflict with the Library Aide Program in terms of:

____ a. Availability of materials and facilities

____(1) Yes _____
____(2) No _____

____ b. The scheduling of periods for reading picture books to classes in grades 1-3

____(1) Yes _____
____(2) No _____

____ c. Planning work schedule of library aide

____ d. Other _____

8. In view of all we have discussed today and adding anything I have omitted, what is your opinion of the Library Aide Program?

INTERVIEW SCHEDULE FOR LIBRARY AIDES
LIBRARY AIDE PROGRAM (STAGE I) 1967-1968

Date of Interview_____ Interviewer_____

THE OFFICE OF RESEARCH IS CONDUCTING THIS INTERVIEW FOR THE PURPOSE OF FINDING OUT HOW THE LIBRARY AIDE PROGRAM FUNCTIONS WITHIN ITS ENVIRONMENT AND TO DISCOVER WHAT EFFECT THE SCHOOL ENVIRONMENT HAS ON THE LIBRARY AIDE PROGRAM.

YOUR IDENTITY WILL BE REVEALED TO NO ONE. OUR PURPOSE IS ONLY TO OBTAIN A CONSENSUS OF OPINION.

1. Do you and the librarian have time to discuss, prepare, and plan daily library duties and activities? If not, how does this affect the program? If so, when is this time made available?

____ a. If the respondent answers no:

_____

_____

_____

____ b. If the respondent answers yes:

____ (1) Before school each scheduled morning of work
____ (2) Every ___ a schedule is prepared for the following week
____ (3) During preparation periods
____ (4) After 3:30
____ (5) No fixed time (whenever we get a chance)

2. What facilities and materials are not available for the efficient operation of the Library Aide Program?

____ a. None
____ b. Typewriter
____ c. Workspace or workroom
____ d. Booktrucks
____ e. Other (current pictures and bulletin board materials, vertical files, film strips and slides)

3. Is this program affected by the availability of facilities and materials? If yes, how?

____ a. No
____ b. Yes

____ (1) Workspace or workroom
_____
_____

____ (2) Typewriter
_____
_____

____ (3) Booktrucks
_____
_____

____ (4) Other
_____
_____

4. Have there been any programs or activities initiated in your school that were made possible as a direct result of the Library Aide Program?

____ a. No
____ b. Specific examples of activities or program

____ (1) _____
_____
_____

____ (2) Other _____
_____
_____

5. Are there any school programs or activities which conflict with the Library Aide Program in terms of:

____ a. Availability of materials and facilities

____ (1) Yes

_____

____ (2) No

_____

____ b. The scheduling of periods for reading picture books to classes in grades 1-3

____ (1) Yes

_____

_____

____ (2) No

_____

_____

____ c. Planning your work schedule

____ (1) Yes

_____

_____

____ (2) No

_____

_____

____ d. Other

_____

_____

6. In view of all we have discussed today and adding anything I have omitted, what is your opinion of the Library Aide Program?

_____

_____

_____

_____

_____

APPENDIX C

RATIONALE FOR OBSERVATION SCHEDULE

One of the most obvious techniques of gathering data in educational research is direct observation. But, because of several problems in applying observational techniques to the school situation, direct observation is much less used than one might expect. There are three basic problems: (1) direct observation is expensive and requires extensive time and trained observers, (2) the presence of an observer may create an interaction, where the behavior of the observed is modified as a reaction to the entrance of the monitor, and (3) problems of economy have, in the past, reduced the number of locations to be observed to the point that sampling problems become acute.

Nevertheless, it is being increasingly realized that observational techniques are a necessary tool for the evaluator and that an attempt must be made to develop meaningful observation methods.

The problems encountered when one designs an observation instrument and trains the monitors are the following: (1) What does one observe? (2) How does one observe? and (3) When does one observe? The first problem is apparently solved if one observes time units rather than behavior units. Observer fatigue and category contamination vitiate attempts to maintain an observation schedule based on behavior units. If, for example, a strict time schedule is established making one

observation every two minutes, observations do not suffer from category change.

How one observes seems to require an intentional, rather than a behavioral (black-box), conceptual framework for the observer. This is in the tradition of Withall (1949). For instance, if a teacher is lecturing to a class and asks a question, her intent is to sample the "group behavior" by calling on one child, rather than to "individualize instruction." Unless one is clear on this matter, categorial confusion arises.

Since one is observing time units rather than behavior units, the question of "when does one sample?" becomes a problem of the sampling design <u>in toto</u>.

DEFINITION OF CATEGORIES

The categories used in the observation schedule were the following:

1. Librarian Verbal Interaction with One Student--verbal interaction in a non-lecture-type situation with one student who has not been selected at random; purposely digressing in a lecture-type situation with the intention of speaking solely to a single student

2. Librarian Verbal Interactions with 2-8 Students--same as the first category but with the designated number of students

3. Librarian Verbal Interaction with 8+ Students--verbally interacting in the following situations:

a. Lecturing--	to eight or more individuals
b. Asking questions--	about content or procedures to eight or more students with the intent that any one student might answer
c. Giving directions--	commands or orders directed toward eight or more individuals
d. Disciplining--	statements directed at more than eight individuals in order to change nonacceptable behavior to acceptable patterns

4. Librarian Verbal Interaction with Aide or Adult--any verbal interaction with the library aide or any adult

5. No Interaction

a. Librarian is present--	librarian is not verbally interacting with anyone even though she is present in the room
b. Librarian is not present--	librarian is not verbally interacting with anyone as she is not present in the room
c. Students not present--	no students were present during part of the observation time

CLASSROOM ACTIVITIES OF LIBRARIAN

Definition of Classroom Activity or Activities of Librarian--the classroom activity or activities which the observer can discern through the librarian's behavior or through questioning the librarian on her intended purposes for the class

Recorded activities were taken from those indicated on a standard list of librarian activities. Notation was made of whether the classroom activity centered around a lecture or a non-lecture-type situation.

LIBRARIAN ACTIVITY	DESCRIPTION
1. Instruction in the use of the library	Planned lessons on reference tools, classification, card catalog, and the proper use of library facilities and materials in a lecture-type situation
2. Giving book talks	Planned activities in which information about specific books is presented either formally or informally in a lecture-type situation
3. Assisting children in book selection	Taking into account an individual child's reading level and interest when helping him select a specific book. This selection could be for the purpose of conducting a free reading period or putting a book on reserve or in circulation. An example of recording an activity in this category would be: Assisting children in book selection-free reading

LIBRARIAN ACTIVITY	DESCRIPTION
*4. Individualized reading guidance	Helping an individual child choose a specific book, taking into consideration a planned, long-range program that meets the needs of the child
5. Assisting children with reference work	Providing children with assistance and guidance in location skills within the reference tool
6. Disciplining pupils	Statements or actions intended to change student behavior from nonacceptable to acceptable patterns
7. Supervising student assistants	The assignment of jobs to students and examination of the completed assignment
8. Advising teachers about books or references	Providing teachers with information about available materials, either through booklists or through oral communication
*9. Planning library lessons and instructional materials	The long- and short-range goals which the individual librarian considers when preparing for daily lessons
10. Supervising library aides	Assigning, planning, and evaluating the work of the library aide

* These activities cannot be determined through observation of the librarian's behavior, but rather through questioning the librarian about her intended purposes.

LIBRARIAN ACTIVITY	DESCRIPTION
*11. Preparing bibliographies	Preparation of booklists on specific subjects for use by the classroom teacher and pupil
*12. Selecting new books from prepared lists	The process of selecting new books through an assessment of the library collection with the intention of meeting the needs of teachers and pupils within the particular school
*13. Evaluating new books for possible order	The reading and writing of reviews of new books by the librarian with the assistance of teachers and pupils
14. Reading aloud	Reading to intermediate and upper-grade classes or to primary classes that are scheduled to the library in order to introduce a book or poem for appreciation

*These activities cannot be determined through observation of the librarian's behavior, but rather through questioning the librarian about her intended purposes.

CLASSROOM ACTIVITIES OF LIBRARY AIDE

Definition of Classroom Activity or Activities of Library Aide--the activities which the observer can discern through the aide's behavior or through questioning the aide on her intended activities

The recorded activities were taken from those indicated on a standard list of library aide activities. Notation was made as to whether or not the library aide was verbally interacting with children during the observation time. Any other background information which might be pertinent in the analysis of these data was recorded.

LIBRARY AIDE ACTIVITY	DESCRIPTION
1. Reading aloud	Reading picture books to primary grades
2. Listening to children read	Listening to children read with interest and without interruption
3. Planning and arranging bulletin boards	Selecting or producing materials for display; physically arranging materials for display
4. Planning and arranging book displays	Same as item three
5. Gathering materials for classes	Locating requested books through the card catalog or the Dewey Decimal System
6. Gathering books for prepared bibliographies	Locating books through the card catalog or the Dewey Decimal System

LIBRARY AIDE ACTIVITY	DESCRIPTION
7. Providing children with informal guidance and assistance in book location	Obtaining a requested book or showing the book's location to the child
8. Circulating books to children (charging in and out)	Lending books from the library, which includes charging in and out
9. Locating lost books	Checking shelves and records for lost books
10. Collecting overdues and fines	Collecting overdue books from children and obtaining the payment of fines
11. Shelving books	Shelving new books according to the Dewey Decimal System; shelving those books coming in through circulation and loans to teachers
12. Revising shelving	Physically changing shelves to ensure perfect order and accessibility to children
13. General clerical duties (making new cards, filing cards, typing)	Typing or filing cards or lists
14. Record keeping	Performing those functions necessary for the record keeping of new books, temporary loans, loans to classrooms, and books that go to the bindery

LIBRARY AIDE ACTIVITY	DESCRIPTION
15. Delivering or collecting materials from classes	The physical act of collecting or delivering library material
16. Returning of temporary loans to Schools Department	The clerical and packing procedures involved in returning temporary loans to the Schools Department
17. Preparing new books for the shelves	Stamping, filing cards, and putting plastic covers on new books
18. Preparing books for the bindery	The clerical and packing procedures involved in sending books to the bindery
19. Housekeeping activities	Doing simple mending, putting in new pockets or date slips, keeping the library neat and attractive, performing such activities as straightening shelves, chairs, tables, etc.
20. Preparing and reproducing library instructional materials	Typing a ditto from a master, duplicating a ditto on a machine and producing charts
21. Taking inventory	Checking books against the librarian's shelf list (a file of cards which is usually arranged in the order in which the books are found on the shelves) to discover which books are lost, under the supervision of the librarian
22. Procuring and operating audiovisual equipment	Obtaining and threading film and filmstrip projectors

LIBRARY AIDE PROGRAM OBSERVATION SCHEDULE

School _____

Observer _____

WITH AIDE

Day_____ Date_____ Time_____
Grade_____ Visit #_____
Intended Classroom Activity(ies)_____
_____

Type of Librarian Verbal Interaction with Students

1	
2-8	
8+	

Non-Student Verbal Interaction

With Aide	
With other Adult	

No Verbal Interaction

Librarian present	
Librarian not present	
Students not present	

Aide Activity: _____
_____

WITHOUT AIDE

Day_____ Date_____ Time_____
Grade_____ Visit #_____
Intended Classroom Activity(ies)_____
_____

Type of Librarian Verbal Interaction with Students

1	
2-8	
8+	

Non-Student Verbal Interaction

With Aide	
With other Adult	

No Verbal Interaction

Librarian present	
Librarian not present	
Students not present	